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ABSTRACT

This strategic plan outlines the goals and objectives for Kentucky's system of higher education from now until the turn of the century. Seven major goals are identified which address: 1) quality programs, (2) an educated citizenry, (3) equal opportunities, (4) economic development, (5) quality of life, (6) coordination, and (7) advocacy. For each goal the plan lists one to four objectives and for each objective it lists selected desired results. Examples of these objectives and desired outcomes include: for the goal of quality programs the objective of providing a global perspective and a desired result of producing graduates who are proficient in the global dimensions of their profession; for the goal of economic development the objective of assisting Kentucky companies and the desired result of providing institutional support for companies and entrepreneurial activities. Discussion also identifies the planning assumptions of the strategic plan. Four appendices contain a discussion of the planning process and of higher education clientele, a presentation of the vision statement for Kentucky, and a presentation of the mission statement framework, including the following topics: geographic region, institutional admission standards, degree levels, program priorities, enhancement of instruction, research and public service functions, collaborative ventures, and effectiveness. (CK)

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KENTUCKY COUNCIL ON HIGHER EDUCATION

# Strategic Plan for Kentucky Higher Education 1996-2000:

## *Seize the Future*

ED 398 821

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# Foreword

***To the Governor, Legislators and Citizens of Kentucky:***

Kentuckians deserve the best possible higher education system. It is the responsibility of higher education to help each and every student, community and company maximize their potential. The *Strategic Plan for Kentucky Higher Education 1996-2000* is a blueprint for achieving that goal. [illegible] the higher education community's commitment to a shared vision—one that excites people about learning throughout their lifetimes, serves the needs of our schools, businesses and communities with quality programs and advances the quality of life for all Kentuckians.

Society is transforming itself in response to global [illegible] challenges. Our technology- and information-based economy spins on instantaneous communication [illegible] street and across the world. New ideas become obsolete within months and years, not decades. It is up to higher education to educate citizens who can continually make meaningful contributions wherever they live and work in this fast-paced world.

The characteristics that distinguish this third in a series of strategic plans are emphases on advocacy, accountability and performance. These planning characteristics are mutually reinforcing and [illegible] direction for our colleges and universities that should result in a sounder, better funded higher education system. For example, the goals and objectives of the plan form the framework for a performance funding system that, in part, will recognize and reward higher performing campuses.

This plan achieves the synchronization of system-wide planning with individual campus planning efforts. Institutions will review their plans in the context of the 1996-2000 system goals and objectives and their mission statements. These missions identify program priorities and emphasize effectiveness in [illegible] programming and institutional management.

The significant role of independent colleges and universities also is recognized in this plan. These institutions provide valuable diversity and choice to Kentuckians.

Kentuckians commit $680 million in tax dollars annually for operating our public universities and community colleges. Over 150,000 students pay $300 million annually in tuition. Colleges and universities are personnel-intensive operations employing over 6,400 faculty and 16,000 staff in support of more than 1,100 academic degree programs. Effective management of these resources requires a commitment and a shared vision to be the best we can be.

This plan was developed through a collaborative process by the Council in conjunction with the institutions. The process included numerous roundtable discussions between the Council and groups most interested in higher education outcomes. Several plan drafts were shared with the university presidents for their comments. Citizens were invited to provide input during public forums and in response to draft materials. All of these comments were instrumental in finalizing the vision statement and planning assumptions on which all other aspects of this plan are based.

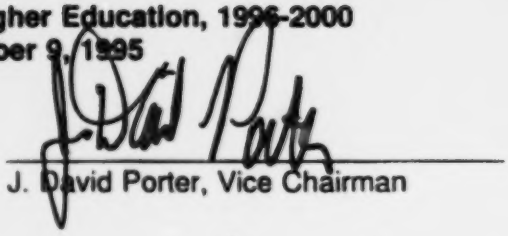
On behalf of the higher education community, I am pleased to present our blueprint for progress into the 21st century.

James M. Miller, Chair
Council on Higher Education

October 9, 1995

**Strategic Plan for Kentucky Higher Education, 1996-2000**
**Approved October 9, 1995**

James M. Miller, Chairman



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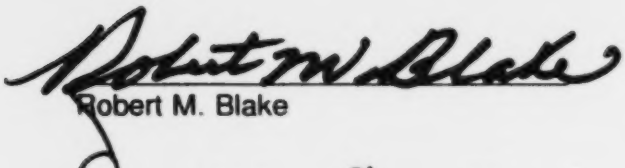

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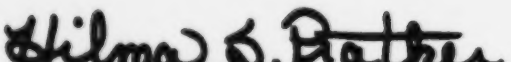

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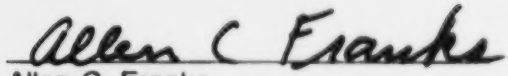

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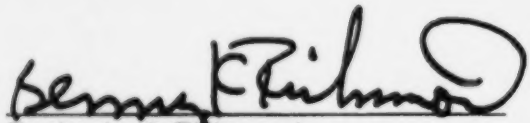

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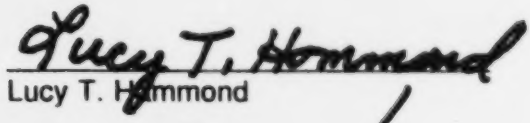

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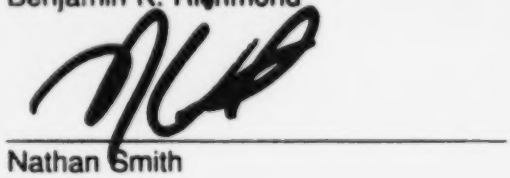

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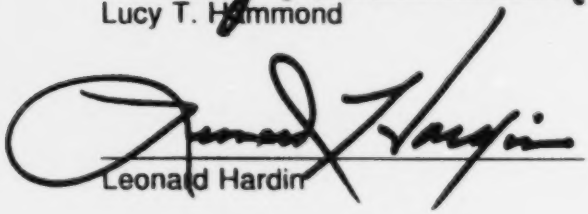

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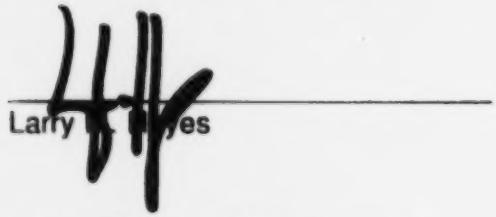

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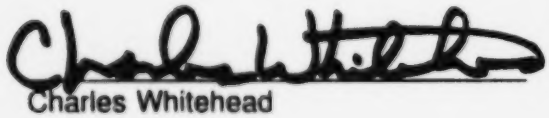

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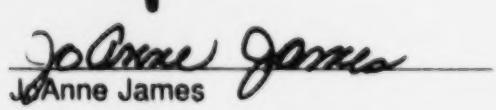

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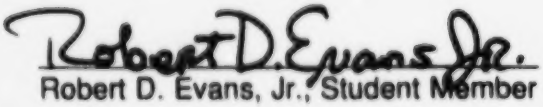

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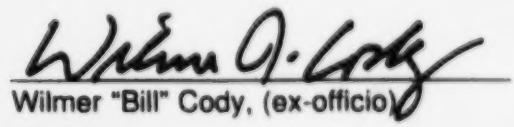

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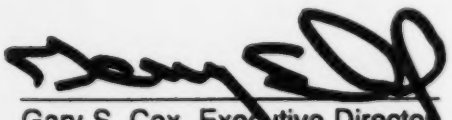

Gary S. Cox, Executive Director

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# Highlights

| Goals & Objectives | Selected Desired Results |
|---|---|
| **Quality Programs:** | Achievement would result in selected benefits such as but not limited to: |
| *Evaluate Educational Outcomes* | Evaluations of students' educational outcomes; provision of new types of learning opportunities; evidence of students' satisfaction. |
| *Provide a Global Perspective* | The integration of international issues into programs; professional development opportunities available for faculty to develop a global perspective; graduates who are proficient in the global dimensions of their professions. |
| *Revise Program Review/Approval* | Academic program review/approval policies revised in the context of planning goals, institutional missions and the impact of technology. |
| *Recruit/Retain Outstanding Faculty/Staff* | Competitive salaries; professional development opportunities for faculty and staff. |
| **Educated Citizenry:** | Achievement would result in selected benefits such as but not limited to: |
| *Improve Attainment through Access* | Increased percentages of high school graduates attending college, of adults participating in college, of students graduating from college, and of adults with a four-year degree and those with at least one to three years of college; recognition of the breadth of continuing education programs; and coordinated access through an updated policy for offering programs off-campus. |
| *Support P-12 Education* | The transformation of teacher preparation in collaboration with local schools; continuing education opportunities available for teachers and other school personnel. |
| *Prepare Students for Success* | A range of minimum admission standards based on predictors of success. |
| *Increase Use of Technology* | A policy to ensure the maximum compatibility of distance learning technologies among the institutions; telecommunications networks accessible on every campus; improved access through alternative instructional delivery systems. |
| **Equal Opportunities:** | Achievement would result in selected benefits such as but not limited to: |
| *Commit to Equal Opportunities* | An updated Equal Opportunities (EO) Plan; progress toward and achievement of EO Plan goals; review of gender issues. |

# Highlights

| Goals & Objectives | Selected Desired Results |
|---|---|
| **Economic Development:** | Achievement would result in selected benefits such as but not limited to: |
| *Develop an Educated Workforce* | Evidence of employers' satisfaction; involvement of business and industry in identifying skills and knowledge essential to be successful in the workplace. |
| *Assist KY Companies* | Institutional support for companies and entrepreneurial activities; evidence of satisfaction of employers and other business-related clients. |
| *Focus Research* | Research in key areas; maintenance of financial support for research. |
| *Develop Technological Advancements* | The transfer of technological advancements to the marketplace. |
| **Quality of Life:** | Achievement would result in selected benefits such as but not limited to: |
| *Conduct Research, Public Service and Public Policy* | Relevant research, service and policy analyses; the involvement of higher education with local communities. |
| *Provide Cultural Activities* | Institutionally supported cultural activities. |
| **Coordination:** | Achievement would result in selected benefits such as but not limited to: |
| *Improve Collaborative Efforts* | Successful collaborative efforts within higher education and with education, government, business, and community sectors. |
| **Advocacy:** | Achievement would result in selected benefits such as but not limited to: |
| *Build Public Support* | Ongoing advocacy efforts conducted in close coordination with the Kentucky Advocates for Higher Education and other advocacy groups. |
| *Demonstrate Effectiveness* | The reflection of strategic plans in operating and capital budget decisions; the demonstration of higher education effectiveness through accountability methods; program improvements based on feedback surveys of key clientele. |
| *Seek Long-Term Resources* | Adequate and equitable state funding for institutions, student financial aid, and needed physical resources; fair and affordable tuition; appropriate federal funding. |

# Shared Vision

The Kentucky higher education community has come together to establish systemwide priorities for 1996 through the year 2000. We are committed to creating lifetime excitement about learning, serving the needs of the Commonwealth's communities, and developing knowledge to advance the quality of life in Kentucky. The planning process identified those results which will contribute to Kentucky's ongoing growth and development. This plan is founded on a commitment to excellence and is dedicated to achieving excellence. The planning process (*see Appendix A*) has solicited ideas from leaders and citizens across the Commonwealth. Through this process, a shared vision for higher education during the 21st century has been developed.

*We, the Kentucky higher education community, share a vision for the 21st century that unites us as advocates for the betterment of Kentuckians. We strongly believe in a coordinated higher education system that is recognized for relevant,high-quality programs that are responsive to Kentucky's long-term needs. We must consistently communicate higher education's value in meeting these needs. We are committed to:*

- *developing an educated citizenry that values lifelong learning,*
- *providing equal opportunities for all Kentuckians,*
- *promoting state and local economic development,*
- *contributing to the Commonwealth's global competitiveness, and*
- *enhancing the quality of life for the people of Kentucky.*

To be successful, the Kentucky higher education community must know and attend to the needs and expectations of its clientele (*see Appendix B*). While students remain the core group for whom higher education exists, we must recognize and involve a broader range of clients in an ongoing assessment of program quality and be willing to respond to assessment findings with creative program improvements.

# Shared Vision

***The vision for higher education in Kentucky sets forth a course of action that would unquestionably position Kentucky and position the residents of Kentucky to compete in the next century.***

James M. Miller
Chair
Council on Higher Education

No entity acting alone can achieve the desired results of this plan. Cooperation between educational institutions and among the educational, government, business, and community sectors is an essential component for success. Higher education must be linked to other sectors in ways that enhance the quality, accessibility, affordability, effectiveness, and diversity of higher education.

How well the higher education community can involve Kentuckians in vital intellectual pursuits will depend on how effectively we plan and how vigorously we pursue desired results. The system goals and objectives are the major themes for 1996-2000 addressed in this plan. This listing is not intended to include all of the issues facing higher education. Rather, it points to strategic areas that need the system's attention during the 1996-2000 planning cycle. Council and individual campus plans may address other areas relevant to missions, clientele, and statutory mandates.

This planning process is consistent with the larger vision for Kentucky set forth by the Kentucky Long-Term Policy Research Center that is planning for the state's overall needs. The Center's vision statement for the Commonwealth (*see Appendix C*) helps to place the higher education vision statement in the appropriate context. Institutional mission statements offer campus-level support for the shared vision of the higher education community (*see Appendix D*).

Kentuckians deserve the best possible higher education system to help realize the overall vision for the Commonwealth's future. Higher education's contributions to this vision help fulfill broad human goals and aspirations for the social, cultural, moral and political dimensions of life.

We invite all Kentuckians to join the Council on Higher Education, universities, and community colleges in achieving a far stronger vision of higher education for the next century than we have ever before had. Our hopes and desires for generations of Kentuckians to come are tied to this shared vision.

# System Goals

Plan goals establish system priorities for 1996-2000 and provide direction for institutional planning efforts. These system priorities directly support the shared vision for entering the 21st century. The goals were crafted only after identifying planning assumptions about the environment in which higher education must implement this plan (*see page 12*). Defining the higher education clientele was another early step which set the stage for clarifying goals (*see Appendix B*).

The planning assumptions, along with recently refined institutional missions (*see Appendix D*), reflect the current thinking of those most concerned with higher education's relation to the needs and aspirations of Kentuckians. The higher education community aspires to achieve excellence by pursuing the following systemwide goals.

- **Quality Programs.** Provide high quality programs for students and other clientele that respond to the changing needs of the state and to the expectations that higher education will strive for nationally recognized achievements consistent with institutional missions.

- **Educated Citizenry.** Develop an educated citizenry prepared to meet the lifelong learning challenges of the 21st century.

- **Equal Opportunities.** Enhance efforts to provide equal opportunities in higher education to better serve Kentucky's varied citizenry.

- **Economic Development.** Play a key role in the development of Kentucky's sustainable economy and global competitiveness.

- **Quality of Life.** Contribute to the quality of life for all Kentuckians.

- **Coordination.** Enhance coordination among state-supported institutions as well as with other education, government, business, and community sectors.

- **Advocacy.** Promote higher education's value in meeting the needs of Kentucky.

# Objectives and Selected Desired Results

This plan points to strategic areas which need special attention during the 1996-2000 planning cycle. It is not intended to include all of the issues facing higher education. Council and institutional planning efforts may address additional areas relevant to missions, clientele, and statutory mandates.

Objectives refine the priorities set by the goals. They suggest the most appropriate actions to achieve the goals. The objectives offer sufficient flexibility for the best use of available resources from year to year.

Achieving the objectives would result in selected benefits such as those identified as desired results. Achieving the desired results would help demonstrate success or progress. These selected results are limited to high-priority outcomes that can occur during the planning cycle and can be documented.

Other results may accrue from achieving the objectives based on individual institutional efforts and priorities. How these and any other relevant results are achieved is left to the discretion of the university governing boards and their administrations, except where specific Council policies are involved.

# Objectives and Selected Desired Results

**Quality Programs**

***Identify and evaluate students' educational outcomes, relative to program priorities within institutional missions, enabling students to function well in the 21st century — resulting in benefits such as but not limited to:***

- The identification of expectations for students' academic achievements in general education and in major fields of study by every undergraduate program by 1998.
- Ongoing program-level evaluations would be conducted thereafter for routine use in improving programs.
- Evidence of learning opportunities in appropriate programs where students take active responsibility for their learning (e.g., work-based experiences in the major such as co-op, internship and practicum programs, and service-learning opportunities).
- The satisfaction of all students, including nontraditional students, and alumni with instruction and support services.

***We won't know all that we should know if we don't get feedback. Students can tell us what we taught them that worked very well for them and what was not very helpful at all.***

Mary L. Smith
Convener
Conference of Presidents

***Provide programs that produce citizens who are proficient in the global dimensions of their professions and who have knowledge of and can communicate in foreign cultures — resulting in benefits such as but not limited to:***

- Evidence that an international perspective has been integrated into programs to provide academic and cultural exposure to the world in which students will work and live, such as through foreign language requirements and international student exchange-type programs.
- Evidence of ongoing professional development activities that support faculty in incorporating a global perspective into the curriculum.
- Evidence that college education has promoted proficiency in global dimensions of professions and the ability to work effectively in multicultural groups.

***We are looking at new programs after a two- or three-year period to see if the programs have met the expectations of the universities. Are we finding that students who participate and graduate in these programs are getting the jobs intended?***

Glenn D. Leveridge
Programs Committee Chair
Council on Higher Education

***Revise academic program review and approval policies in the contexts of the planning goals and institutional missions and of the impact of technology upon the quality and delivery of instruction — resulting in benefits such as but not limited to:***

- The comprehensive revision of academic program review/approval policies during the 1996-98 biennium.

***Create the continuing capacity to recruit and retain outstanding faculty and staff and provide excellent opportunities for professional development related to the ongoing changes to which higher education must continually respond — resulting in benefits such as but not limited to:***

- Faculty and staff salaries that are competitive with benchmark institutions.
- Evidence of professional development opportunities for faculty and staff.

# Objectives and Selected Desired Results

**Educated Citizenry**

***Improve educational attainment for more citizens through access to lifelong learning opportunities — resulting in benefits such as but not limited to:***

- A significant increase, especially in the most undereducated counties, in the college attendance rate for high school graduates from the current statewide average of 45.3 percent.
- A dramatic increase in the percentage of adults enrolled in credit-bearing college courses from the current statewide average of 6.2 percent.
- A significant increase in overall graduation rates from the statewide rates of 38.5 percent for baccalaureate degree students, 12.3 percent for associate degree students in the community college system, and 8.7 percent for university associate degree students.
- A significant increase in the percentage of the adult population with a four-year degree or higher from the current statewide average of 13.6 to a rate approaching the current national average of 20.3 percent.
- A significant increase in the percentage of adults with one to three years of college from the current statewide average of 19.2 percent to a rate approaching the current national average of 24.9 percent.
- Evidence of the breadth of continuing education programs (not for credit).
- An appropriate extended-campus policy implemented during the 1996-98 biennium that ensures coordinated access and considers the implications of technology.

***Students are going to be coming to colleges and universities prepared in different ways than when I went to college.***

Helen Mountjoy
Member
State Board of Education

***Support the improvement of P-12 public education — resulting in benefits such as but not limited to:***

- The transformation of teacher preparation in collaboration with the schools by 1997, including the use of applied learning methodologies and workplace (non-school) learning in the major fields of study.
- Evidence of the quality and availability of continuing education opportunities for teachers and other school personnel, including preparation for leadership positions.

***Maintain high expectations systemwide for preparing college-bound students to succeed academically — resulting in benefits such as but not limited to:***

- A range of minimum undergraduate entrance standards based on predictors of success set by 1998.

***Increase the use of technology in delivering programs as appropriate — resulting in benefits such as but not limited to:***

- A policy developed as soon as possible to deploy distance-learning and other technologies. This policy would ensure maximum compatibility and interoperability among institutions of higher education.
- State-of-the-art instructional hardware/software readily accessible on every campus through telecommunications and other developing networks.
- Improved access to instruction through alternative delivery systems.

# Objectives and Selected Desired Results

**Equal Opportunities**

***Reaffirm higher education's commitment to equal opportunities in enrollment and employment — resulting in benefits such as but not limited to:***

- An updated Equal Opportunities Plan for the enrollment and employment of African Americans.
- The achievement of acceptable progress toward the Equal Opportunities Plan goals.
- Evidence of institutional reviews of gender issues.

**Economic Development**

***Develop an educated workforce that can adapt to state-of-the-art technologies, learn new skills on the job, and find new solutions as problems emerge in a changing and highly competitive workplace — resulting in benefits such as but not limited to:***

- Evidence of employers' satisfaction with Kentucky higher education students and graduates.
- Evidence that business and industry are involved appropriately in the continuing identification of essential skills and knowledge necessary for success in the workplace.

***Assist in the establishment, development, and growth of companies, including small businesses — resulting in benefits such as but not limited to:***

- Evidence of institutional support for Kentucky companies and entrepreneurial activities.
- Evidence of the satisfaction of employers and other key business-related clients with support from higher education.

***In terms of economic development, the best thing that colleges can do is educate the students well.***

James Wiseman
Member
Kentucky Advocates for Higher Education

***Focus research on areas that capitalize on current strengths essential for Kentucky's people and companies to compete globally and be sustainable in the 21st century — resulting in benefits such as but not limited to:***

- Evidence of research in key areas identified by the institutions.
- The increase or maintenance of institutional and external support for research within the constraints of the changing federal environment.

***Support Kentucky industries' ability to compete in a global economy by developing technological advancements for transfer to the marketplace — resulting in benefits such as but not limited to:***

- Evidence of technological transfer, such as patent activity.

# Objectives and Selected Desired Results

**Quality of Life**

***Conduct research, public service, and public policy analysis on issues affecting the quality of life — resulting in benefits such as but not limited to:***

- Evidence of relevant research, public service, and public policy analysis of key issues (including but not limited to health and environmental issues).
- Evidence of appropriate involvement with local communities.

***Provide and serve as a catalyst for cultural activities — resulting in benefits such as but not limited to:***

- Evidence that institutions support cultural activities.

**Coordination**

***Improve existing and increase, as appropriate, the number and types of collaborative efforts — resulting in benefits such as but not limited to:***

- Evidence of successful collaborative efforts (e.g., the general education transfer policy, reciprocity and international exchange agreements, cooperative academic and extended campus programs, school-college academic alliances, and public-private partnerships, etc.) between or among:
  - Council on Higher Education, universities/colleges, governor, and legislature.
  - Kentucky public universities,
  - public universities and community colleges,
  - public and independent colleges/universities,
  - higher education institutions and KY Tech schools,
  - higher education institutions and the P-12 schools,
  - colleges/universities and local communities,
  - colleges/universities and business/industry,
  - higher education and other areas of state and federal government, and
  - Kentucky higher education and other states.

***I have been very pleased that this plan reflects input from all of the different sectors of higher education within the Commonwealth and from business and government and other areas. The final product reflects a diversity of views melded together to some common themes.***

M. Fred Mullinax
President
Association of
Independent Kentucky Colleges
and Universities

# Objectives and Selected Desired Results

**Advocacy**

***Build greater public support for higher education — resulting in benefits such as but not limited to:***

- Evidence of ongoing Council and institutional advocacy efforts in close coordination with the Kentucky Advocates for Higher Education and other relevant groups.

**The plan creates a good start for a performance funding system which I think will be an increasing effort in higher education in Kentucky over the next several years.**

J. David Porter
Finance Committee Chair
Council on Higher Education

***Demonstrate higher education's effectiveness in meeting the instruction, research, and service needs of Kentucky — resulting in benefits such as but not limited to:***

- Evidence of strategic plan goals and objectives in operating and capital budget decisions.
- Accountability methods which help demonstrate the efficiency and effectiveness of higher education, including a statewide accountability system and appropriate program-based systems for evaluating student learning.
- Ongoing program improvements based on feedback from surveys of key clientele.

***Seek adequate and stable long-term resources necessary to provide affordable, high quality programs and physical resources — resulting in benefits such as but not limited to:***

**Those of us who participated in the development of this plan are probably preaching to the choir. But let me say that it's time for the choir to start singing in support of higher education in Kentucky.**

James M. Miller
Chair
Council on Higher Education

- Adequate and equitable levels of state funding for state-supported institutions, student financial aid, including need-based programs, and needed physical resources through:
  - funding to meet the initial objective of the higher education funding model in the 1996-98 biennium,
  - higher education funding increases comparable to state revenue projected increases, and
  - increases in the portion of state General Fund to higher education, including student financial aid.
- Fair and affordable tuition enabling Kentuckians to participate in higher education.
- Ongoing federal funding appropriate to address state needs.

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# Planning Assumptions

The planning assumptions are based on the underlying tenets that education has intrinsic value and that higher education is America's number one asset. In this time of great uncertainty and rapid change—in technology, communications, business, and so many other areas—higher education's role becomes even more important. In addition, the assumptions listed below provide the operational base for establishing systemwide goals. They reflect the most pertinent features of the current and anticipated environment in which the higher education community will operate during the 1996-2000 planning period.

***The most rapidly growing group of students for the last decade has been adults. Oftentimes they can't come to the campus so we're taking the campus to them.***

Gary S. Cox
Executive Director
Council on Higher Education

**Quality Programs**

- Higher education is of intrinsic value to the future of Kentuckians and to the fulfillment of broader human goals and aspirations in the political, social, cultural, and moral dimensions of life.
- Quality outcomes demonstrate the return on the public investment in higher education. Likewise, when Kentuckians see both systemwide and institutional goals achieved, they will gain confidence in higher education's ability to respond to the state's long-term needs.
- Telecommunications technology offers opportunities to modernize the delivery of statewide instruction, public service, and research programs and related statewide policies which currently are based on geographic boundaries. Highly qualified, dedicated, and diverse faculty and staff and their interaction with students are crucial to overall excellence in higher education.
- Technological advances in the delivery of instruction add opportunities for using the talents of faculty members to meet increasing demands off-site. Faculty members must be well-trained and routinely updated in using new technologies both on and off campus.

**Educated Citizenry**

- Kentucky's relatively low educational attainment level presents barriers to social and economic gains the state seeks. At the undergraduate level, admission standards range from very selective to open access. It is essential to offer access to admission and at the same time prepare students for collegiate success and reduce the long-term need for remediation.
- High school graduates will be better prepared to aspire to higher educational goals as a result of the long-term impact of the Kentucky Education Reform Act, including the transformation of teacher training and professional development programs.
- Enrollments systemwide generally will stabilize with only marginal fluctuations. Although overall enrollment will remain stable, growing numbers of working and older students will have special needs for nontraditional forms of access and ongoing support. Timely completion of a degree will continue to be a goal for some students, while others may take longer to graduate.

# Planning Assumptions

## Equal Opportunities

*I think it is important that all of our citizens are given an equal opportunity to succeed and to achieve.*

Charles Whitehead
Chair
CHE Committee on Equal Opportunities

- Competition for African American faculty and staff will be intense, regardless of possible changes in the federal affirmative action laws. Nevertheless, Kentucky institutions will maintain strong efforts to employ a more diversified faculty and staff.
- The proportion of African American students in elementary, secondary, and higher education institutions reflecting the state population or percentage of African Americans graduating from high school is essential to meeting the long-term needs of the state.
- Equitable opportunities for all students and employees are essential to the promotion of diversity among faculty, staff, and students.

## Economic Development

*This plan addresses very well the life-long learning aspect, which I think is critical to the state.*

Lee Todd
Chair
Kentucky Science and Technology Council, Inc.

- Kentucky will rely increasingly on higher education to continue its efforts to compete globally. Globalization will strongly influence programs at institutions.
- The majority of employees in Kentucky will continue to work in small businesses.
- Sustainable economic development efforts at local, regional, and statewide levels are influenced by higher education.
- Innovations, especially in new technologies, are fundamental in an era of fiscal austerity. The search for new knowledge through basic research and scholarship is essential to higher education's mission and crucial to Kentucky's global competitiveness.
- Higher education's ability to help meet workforce and other academic needs is essential to the economic development of the state. Initiatives such as the federal School-to-Work program promote partnerships between higher education, business, industry, education, and other organizations. These programs help to develop a workforce which meets the needs of the state and of local communities.
- Community colleges and programs of a community college nature at the regional universities are primary points for open access for many Kentuckians who might otherwise never pursue their college interests. In addition, growth in community college enrollments and efforts to bridge secondary and postsecondary academic and technical study through joint Tech Prep programs reflect the public interest in workforce preparation.

## Quality of Life

- Higher education instruction, research, and service contribute to the quality of life for all Kentuckians. These contributions affect our everyday lives in areas such as health and environmental protection.
- Strengthening local communities is vital to promoting high educational, cultural, and social aspirations for this and future generations.

# Planning Assumptions

### Coordination

- Well-coordinated, affordable state-supported universities and community colleges, accessible independent institutions, and adequate student financial aid programs characterize the model Kentucky higher education system.
- Collaboration among institutions enriches higher education programs and makes them more effective within the existing coordination and governance structures.
- Independent institutions offer educational opportunities which otherwise might not be available or might become additional responsibilities of state-supported institutions. Independent institutions are collaborative partners in meeting educational needs.

### Advocacy

- Strategic planning targets Kentucky's greatest needs and promotes program quality and institutional effectiveness.
- Coupling a distinct mission for each university and the community colleges with campus management flexibility helps the system be responsive to state and local needs as accountable and effective stewards of scarce resources.
- A key role of the higher education community, in cooperation with interested individuals and organizations, is to encourage public support of higher education and to recognize system and institutional achievements.
- While higher education will remain a significant portion of the state budget, it will face continuing competition from other state programs for scarce resources. The higher education funding model will continue to include features of adequacy, equity, and performance.
- Limited financial access for low-income students and increased student indebtedness will continue unless the state makes a substantial commitment to provide adequate need-based student financial aid and limit growth in tuition rates to moderate levels.
- Federal support for higher education will be increasingly constrained. Federal student financial aid programs are being restructured to place more emphasis on loans than on grants. The programs may place more financial burden on students and may suffer a reduction in available funds.

***Kentucky's Advocates for Higher Education are looking at the overall picture of awareness among Kentucky's citizenry.***

Norma Adams
Chair
Kentucky Advocates for
Higher Education

NOTE: Citations appearing in the margin of this document are excerpts from the CHE-produced videotape, *Seize the Future*, and were edited for use in this strategic plan.

# Appendix A

# The Planning Process

The collaborative nature of the planning process deliberately reflects the Council's expectations for a cooperative system for the 21st century. This year-long process began with a series of ten Council on Higher Education-sponsored public forums around the state. The purpose was to solicit ideas from the higher education community and others vitally interested in higher education. Next, the Council began a series of strategic planning presentations at each regularly scheduled meeting. In addition to roundtable discussions with public university and community college presidents and independent college and university presidents, presentations were made by representatives of the Workforce Development Cabinet, Department of Education, Kentucky Higher Education Assistance Authority, Kentucky Science and Technology Council, and members of the business community. Several of these groups had never appeared before the Council prior to this planning process.

A series of discussion papers also were prepared by the Council staff to help frame key issues. These papers addressed "Access to Success," "Trends in Kentucky's Level of Educational Attainment," and "Proposed Vision, Assumptions and Goals in a Changing Higher Education Environment: 1996-2000."

A strategic planning work group of Council and university staff members was created to synthesize information and propose goals and objectives to create a nationally and, in some respects, an internationally competitive system of higher education.

# Appendix B

# Higher Education Clientele

The systemwide goals were established by first recognizing the various clientele and their high expectations for higher education's instructional, research, and service programs. Students of all ages and interests remain the core group for whom higher education exists. Expectations of other clientele, including faculty, staff, elected leaders, community leaders, business and industry, and other education sectors are evident.

Meeting the needs of all of these clientele will be important as Kentucky seeks to be competitive among the states and, in selected cases, among nations. Higher education must assist its clientele by developing whole communities of lifelong learners, by creating knowledge, and by delivering services which support the changing workplace and local communities.

The systemwide goals of this plan address the needs of the various higher education clientele in the following ways:

- In providing high quality programs that respond to changing needs, all students and the communities and businesses in which they live and work place increasing demands on higher education. Elected leaders, parents, and others hold higher education accountable for the quality of its programs.

- In developing an educated citizenry, the changing needs of students of all ages and interests must be met in ways that promote lifelong learning.

- In providing equal educational opportunities, higher education recognizes the student, faculty and staff clienteles for whom equal opportunities are essential if Kentucky is to support human diversity.

- In playing a key role in Kentucky's economy, higher education recognizes its obligations to all Kentuckians but especially to business and industry, and its need to be accountable to state and local governments.

- In contributing to Kentuckians' quality of life, higher education offers opportunities for all Kentuckians to enhance their lives.

- In promoting coordination, the clientele expands to include other education sectors with whom partnerships are essential in an environment of ever-changing challenges.

- In advocating the value of higher education, the clients are the taxpayers, leaders elected to represent taxpayers' interests, and the business community which depends on the quality of education for its success.

# Appendix C

# Vision Statement for Kentucky

The Kentucky Long-Term Policy Research Center was created by the governor to coordinate and lend cohesion to strategic planning initiatives throughout state government. The Center has formulated a vision statement for the Commonwealth of Kentucky based on an extensive statewide exchange of ideas on the preferred vision for Kentucky.

The vision of the higher education community supports this larger effort to shape Kentucky's future.

The statement reads:

> *We envision a future for the Commonwealth of Kentucky that unites us in common purpose and builds on the strengths of our heritage and our resources. We see vibrant, nurturing communities . . . lifelong, quality educational opportunities . . . a sustainable, prosperous economy . . . a clean beautiful environment . . . an honest, participatory government at all levels.*

# Appendix D

# Mission Statement Framework

The system-level perspective of each institution's role in carrying out this vision is described in the recently refined mission statements. These mission statements adopted by the Council and the institutions in 1994 were fundamental to this planning process. The framework used in refining these missions built on the existing foundation of institutional strengths and responsibilities. The framework included the following topics in each mission statement:

- **Geographic Region** - priority placed on needs of local regions with selected designated statewide responsibilities;
- **Institutional Admission Standards** - range of selectivity standards along with a policy for admitting underprepared students;
- **Degree Levels** - associate, baccalaureate, master's, doctoral, professional;
- **Strategic Directions/Program Priorities** - liberal arts core of baccalaureate programs, in addition to priority degree program disciplines;
- **Enhancement of Instruction** - teaching as a primary focus;
- **Research and Public Service Functions** - basic and applied research at universities and service to the region, schools, and businesses;
- **Collaborative Ventures** - transfer of credits toward degree completion, cooperative graduate programs, and use of telecommunications resources; and
- **Efficiency and Effectiveness** - cost effectiveness in programs and institutional management, strategic planning that tries to eliminate duplicative or nonproductive programs with only selected new programs started, and an accountability system which promotes continuous improvement.

NOTE: For full text of institutional mission statements see separate document entitled *Kentucky Higher Education Institutional Mission Statements* .